



Canadian International School of Egypt
CHW3M- World History to the 16th Century
Mr. Jason
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UNIT TWO LEARNING PORTFOLIO: EGYPT

1. *Understanding the study of the history of Egypt as another of the world's earliest civilizations requires a knowledge of the following concepts, events, and an understanding of their historical significance.*

Nile River	Old Kingdom 2649- 2150 BCE	New Kingdom 1550-1070 BCE	
King Menes	Imhotep	Amon-Re	
Ra	Nile Delta	Ma'at	
God-King	Nile Valley	Hapi	
Horus	Middle Kingdom 1991- 1700 BCE	Double Crown	Memphis
Khepri	Atum	Hatshepsut	Tuthmosis III
Akhenaton	Monotheist	Tutankhamun	Ramses II
Abu Simbel	Karnak Temple	Osirus	Isis
Seth	Nut	Thoth	Muffication
Canopic Jars	Opening of the Mouth Ceremony	The Great Pyramid	Sphinx
Bes	Hathor	Hieroglyphics	

Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
All the definitions clearly identify the terms, concepts or people. The definitions also reflect a thorough understanding of the relationships between the terms, concepts, and/or people, and their historical significance	Almost all of the definitions clearly identify the terms, concepts, or people. The definitions also reflect a reasonable understanding of the relationships between the terms, concepts and/or people and their historical significance	Most of the definitions clearly identify the terms, concepts, or people. The definitions also reflect some understanding of the relationships between the terms, concepts, and/or people, and their historical significance	Some of the definitions clearly identify the terms, concepts, or people. The definitions also reflect a limited understanding of the relationships between the terms, concepts, and/or people, and their historical significance

2. In a chart, explain how continuity and stability in Ancient Egyptian society were reinforced by art, education, careers, the yearly cycle of the Nile, and the rule of the Pharaoh.

Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p>The chart demonstrates thorough and insightful understanding of the relationship between concepts by:</p> <ul style="list-style-type: none"> ✚ Describing in broad terms the nature of each of the five subtopics as they related to ancient Egypt ✚ Making insightful comments that establish the relationship between continuity and stability towards each five of the topics 	<p>The chart demonstrates considerable understanding of relationships between concepts by:</p> <ul style="list-style-type: none"> ✚ Describing in broad terms the nature of at least four of the five subtopics as they relate to Ancient Egypt ✚ Making a relevant comment that establishes the relationship between continuity and the stability with at least four of the five subtopics listed. 	<p>The chart demonstrates some understanding of relationships between concepts by:</p> <ul style="list-style-type: none"> ✚ Vaguely but accurately describing at least three of the five subtopics as they relate to Ancient Egypt ✚ Making a comment that manages with some success to establish the relationship between continuity and stability and three of the five subtopics 	<p>The chart demonstrates limited understanding of relationships between concepts by:</p> <ul style="list-style-type: none"> ✚ Vaguely and with limited accuracy describing only two or three of the five subtopics as they related to Ancient Egypt ✚ Making a limited effort to establish a connection between continuity and stability and two or three of the five subtopics listed

3. Write a news story for the Egyptian Echo that reports on Akhenaton's challenge to the authority of the traditional religion. Be sure your story captures the various changes he brought about and clearly praises or criticizes Akhenaton for his efforts

Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p>The news story transfers concepts and skills to new contexts with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including an attention grabbing, concise, and relevant title ✚ Opening with a paragraph which establishes the time, place, issue and key people involved ✚ Concisely and accurately describing the steps Akhenaton took to change Egyptian religion ✚ Clearly explaining why Akhenaton's actions were a challenge to authority ✚ Clearly indicating support or criticism for Akhenaton's actions 	<p>The news story transfers concepts and skills to new contexts with a considerable degree of effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including a concise and relevant title ✚ Opening with a paragraph that establishes the time, place, issue, and key people involved ✚ Describing the steps Akhenaton took to change Egyptian religion with considerable accuracy ✚ Explaining why Akhenaton's actions were a challenge to authority ✚ Indicating support or criticism for Akhenaton's actions 	<p>The news story transfers concepts and skills to new contexts with some degree of effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including a relevant title ✚ Opening with a paragraph that establishes the time and place ✚ Providing some details of the steps Akhenaton took to change Egyptian religion with some accuracy ✚ Explaining why Akhenaton's actions were a challenge to authority ✚ Giving some sense as to whether or not author supports Akhenaton's actions 	<p>The news story transfers concepts and skills to new contexts with a limited degree of effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including a title ✚ Opening with a paragraph that establishes the time or place ✚ Providing limited details of the steps Akhenaton took to change Egyptian Religion ✚ Making a limited effort to explain why Akhenaton's actions were a challenge to authority ✚ Not clearly stating author's view of Akhenaton's actions

4. In paragraphs, compare the various economic, social, and political roles women (both commoners and nobility) played in Egyptian society to the role of the women today (in the society that you are most familiar). Explain the degree to which you believe Egyptians had equality between genders

Category	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
Communication	The paragraphs communicate historical evidence with a high degree of effectiveness and clarity	The paragraphs communicate historical evidence with a considerable degree of effectiveness and clarity	The paragraphs communicate historical evidence with a moderate degree of effectiveness and clarity	The paragraphs communicate historical evidence with a limited degree of effectiveness and clarity
Ideas and Content	<ul style="list-style-type: none"> ✚ Topic sentence states an opinion to be supported by evidence with a high degree of clarity ✚ Sentences supporting the opinion always or most always use details to develop the main idea with reasons, examples, facts, statistics, and events ✚ Other points of view may be acknowledged, but each supporting sentence always or almost always reinforces the main idea 	<ul style="list-style-type: none"> ✚ Topic sentence states an opinion to be supported by evidence with a considerable degree of difficulty ✚ Sentences supporting the opinion usually uses details to develop the main idea with reasons, examples, facts, statistics, and events ✚ Other points of view may be acknowledged, but each supporting sentence usually reinforces the main idea 	<ul style="list-style-type: none"> ✚ Topic sentence states an opinion to be supported by evidence with a moderate degree of clarity ✚ Sentences supporting the opinion sometimes uses details to develop the main idea with reasons, examples, facts, statistics, and events ✚ Other points of view may be acknowledged, but supporting sentences sometimes reinforced the idea 	<ul style="list-style-type: none"> ✚ Topic sentence states an opinion to be supported with evidence with a limited degree of clarity ✚ Sentences supporting the opinion rarely use details to develop the main idea with reasons, examples, facts, statistics, and events. ✚ Other points of view probably not acknowledged, and supporting sentences rarely reinforce the main idea

5. Ancient Egypt was a civilization rich in symbols and images. Create a typical Egyptian wall painting using symbols and images that could be placed in your tomb. Your painting must capture some key facets of your life: major accomplishments, what you hope to do in your afterlife etc... Be sure to include a short message to the Gods using hieroglyphics.

Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p>The Egyptian style painting uses symbols and visuals with a high degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including at least four facets of your life you wish to convey to the Gods ✚ Including an appropriate message using hieroglyphics ✚ Ensuring all figures conform to the rules of Egyptian wall painting 	<p>The Egyptian style painting uses symbols and visuals with a considerable degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including at least three facets of your life you wish to convey to the Gods ✚ Including an appropriate message using hieroglyphics ✚ Ensuring most figures conform to the rules of Egyptian wall painting 	<p>The Egyptian style painting uses symbols and visuals with some degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including at least two facets of your life you wish to convey to the Gods ✚ Including a message using hieroglyphics ✚ Ensuring some figures conform to the rules of Egyptian wall painting 	<p>The Egyptian style painting uses symbols and visuals with a limited degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> ✚ Including only one or two facets of your life you wish to convey to the Gods ✚ Including an inappropriate message using hieroglyphics ✚ Ensuring only a couple figures conform to the rules of Egyptian wall painting